DOCUMENT RESUME

ED 381 055 HE 028 178

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TITLE	Multicultural Institutional Assessment Instrument.
INSTITUTION	National Center on Postsecondary Teaching, Learning, and Assessment, University Park, PA.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	[94]
CONTRACT	R117G10037
NOTE	8p.
PUB TYPE	Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	College Administration; *Colleges; *Cultural Pluralism; Educational Attitudes; Educational Practices; *Employee Attitudes; Higher Education; *Institutional Evaluation; *School Policy; *Universities
IDENTIFIERS	*Faculty Attitudes

ABSTRACT

This survey instrument was designed to generate dialogue about multicultural issues among college and university faculty and staff. It consists of 37 statements for which respondents rate the priority (high, average, low, not at all) the statement has for the institution's multicultural efforts. The statements cover institutional structures, policies, and practices. Institutional structures relate to administrative or academic units or formalized operational roles performed by individuals, committees, or task forces. Institutional policies direct organizational members' actions through formalized statements or guidelines. Institutional practices concern how organizational members actually go about their work on a daily basis. At the end of each of the three categories of items there is an opportunity to add additional statements that may have relevance to a particular institution. The instrument is not intended as a way of "measuring" an organization's commitment to multiculturalism. (MDM)

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Organiz. Structures
Deliverable 1

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MULTICULTURAL INSTITUTIONAL ASSESSMENT INSTRUMENT

This instrument was designed by Drs. Robert Rhoads, Estela Bensimon and William Tierney at the National Center for Postsecondary Teaching, Learning & Assessment at The Pennsylvania State University. The instrument is designed to generate dialogue about multicultural issues among college and university personnel. It is not intended nor should it be used as a means to "measure" an organization's commitment to multiculturalism. The instrument consists of a series of statements for which members rate the priority (high, average, low, not at all) the statement has for the institution's multicultural efforts. There are three categories of items: (1) institutional structures, (2) institutional policies, and (3) institutional practices. Institutional structures relate to administrative or academic units or formalized operational roles performed by individuals, committees, or task forces. Institutional policies direct organizational members' actions through formalized statements or guidelines. Institutional practices concern how organizational members actually go about their work on a daily basis. At the end of each of the three categories of items there is an opportunity to add additional statements that may have relevance to a particular institution.

This instrument was published by the National Center on Postsecondary Teaching, Learning and Assessment (NCTLA). The work herein was supported under the Educational Research and Development Center Program of The Pennsylvania State University (Grant No. R117G10037) as administered by the Office of Educational Research and Improvement, U.S. Department of Education. The findings and opinions expressed in this instrument do not reflect the positions or policies of the Office of Educational Research and Improvement, or the U.S. Department of Education, or The Pennsylvania State University. The only federally-funded national research and development center devoted specifically to postsecondary education, NCTLA is a consortium housed at The Pennsylvania State University and includes University of Illinois at Chicago, Syracuse University, Northwestern University, and the University of Southern California.

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	Institutional Priority			
	High	Average	Low	Not At All
In terms of institutional structures, what is the importance of:				
1. Formally involving faculty in assessing multicultural efforts.	0	0	0	0
2. Providing adequate resources to individuals assigned multicultural responsibilities.	0	0	0	0
3. Assigning a specific office to deal with issues of discrimination or harassment based on cultural difference.	0	0	0	0
4. Committing resources to the development of interdisciplinary programs such as women's, ethnic, and gay and lesbian studies.	0	0	0	0
5. Involving students in multicultural curriculum development such as including students on curriculum committees.	0	0	0	0
6. Ensuring that committees and groups charged with overseeing multicultural innovation have diverse representation.	0	0	0	0
7. Developing multicultural innovations designed to reach the entire campus as opposed to limiting them to individual departments or organizational units.	0	0	0	0
8. Having a Board of Trustees standing committee that relates to issues of diversity.	0	0	0	0
9. Including minority group candidates in the list of finalists for all new faculty and staff hires.	0	0	0	0

		Institutional Priority			
		High	Average	Low	Not At All
10.	Having offices responsive to the educational and personal needs of students whose previous educational experience has not prepared them for college-level studies.	0	0	0	0
11.	Providing daycare facilities for children of faculty, staff, and students.	0	0	0	0
12.	Supporting a speaker series that deals with multicultural issues.	0	0	0	0
13.	What are some additional structural features not included in the inventory?				
_____		0	0	0	0
_____		0	0	0	0
_____		0	0	0	0
_____		0	0	0	0

		Institutional Priority			
		High	Average	Low	Not At All
In terms of institutional policies, what is the importance of:					
1.	Specifically discussing multicultural education in the mission statement.	0	0	0	0
2.	Including multicultural and diversity goals in the institution's planning activities.	0	0	0	0
3.	Incorporating domestic partnership benefits for all faculty and staff regardless of sexual orientation or marital status.	0	0	0	0
4.	Clarifying the institution's commitment to and policies on diversity and multiculturalism within the college catalogue and other college materials.	0	0	0	0
5.	Providing faculty incentives that encourage multicultural curriculum development.	0	0	0	0
6.	Including multicultural research and scholarship within promotion and tenure guidelines.	0	0	0	0
7.	Clearly publicizing the institution's policies against discrimination on the basis of personal, cultural, physical, sexual orientation, and religious characteristics.	0	0	0	0
8.	Including a variety of facets of multicultural education (e.g., courses, research, campus service) as part of academic program evaluation.	0	0	0	0
9.	Including multicultural education and goals as part of the criteria for determining budget allocations to academic units.	0	0	0	0

		Institutional Priority			
		High	Averag	Low	Not At All
10.	Including multicultural initiatives as part of merit based raises for faculty, administrators, and staff (including the president).	0	0	0	0
11.	Including specifics about the amount of funds allocated for multicultural education and goals as part of the annual financial status report.	0	0	0	0

12. What are some additional institutional policies not included in the inventory?

_____	0	0	0	0
_____	0	0	0	0
_____	0	0	0	0
_____	0	0	0	0

	Institutional Priority			
	High	Average	Low	Not At All
In terms of institutional practices, what is the importance of:				
1. Having academic leaders discuss controversial issues related to racism, sexism, heterosexism, etc.	0	0	0	0
2. Having faculty discuss multiculturalism and curriculum change openly and often.	0	0	0	0
3. Encouraging the school newspaper to discuss issues related to multiculturalism.	0	0	0	0
4. Providing faculty and staff support for diverse student groups.	0	0	0	0
5. Discussing multicultural goals at trustee meetings, institution-wide committees, and during presidential and senior-level speeches.	0	0	0	0
6. Encouraging all members of the academic community to have a sense of responsibility for achieving a multicultural campus.	0	0	0	0
7. Encouraging instructors and professors to develop classrooms and pedagogical practices that enable diverse student voices to be heard.	0	0	0	0
8. Having academic leaders respond quickly and publicly to cases of discrimination and/or harassment.	0	0	0	0

		Institutional Priority			
		High	Average	Low	Not At All
9.	Having all faculty, staff, and administrative vacancies construed as affirmative action hiring opportunities.	0	0	0	0
10.	Encouraging faculty and staff to participate in ongoing training sessions that stress working with diverse student populations.	0	0	0	0
11.	Including progress toward the achievement of multicultural goals in the president's annual report.	0	0	0	0
12.	What are some additional institutional practices not included in the inventory?				
_____		0	0	0	0
_____		0	0	0	0
_____		0	0	0	0
_____		0	0	0	0